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ABSTRACT

This collection of annotated bibliographies focuses on the social skills of adolescents, and is drawn from a national database of current programs and literature regarding adolescents with chronic illnesses and other disabilities. Bibliographic materials listed include documents and articles selected from the database of the National Center for Youth with Disabilities. Individual bibliographies cover the following areas: chronic illness and disabilities (seven references), cancer (six), cerebral palsy/spina bifida (five), cystic fibrosis (three), diabetes (three), epilepsy (two), renal/urological disease (two), sickle cell disease (two), physical disabilities (four), craniofacial and limb differences (four), emotional disorders (three), sensory disabilities (eight), learning disabilities (seven), and developmental disabilities and mental retardation (twenty-seven). Training and education materials summarized include nine packages to train educators and students on social skills for adolescents with disabilities. Seven programs including residential, outreach and arts programs are also described. (PB)

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ED 368 093

National Center for Youth with Disabilities

...a resource center to improve services for youth with disabilities.

CYDLINE Reviews:

Developing Social Skills: Issues for Adolescents with Chronic Illnesses and Disabilities

September 1993

A project of the:

Society for Adolescent Medicine
Adolescent Health Program

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The National Center for Youth with Disabilities is a collaborative project of the Society for Adolescent Medicine and the Adolescent Health Program at the University of Minnesota. The Center is supported through a grant from the Maternal and Child Health Bureau, Division of Services for Children with Special Health Needs, Department of Health and Human Services. The Center's mission is to raise awareness of the needs of youth with disabilities; foster coordination and collaboration among agencies, professionals, parents, and youth in planning and providing services; and provide technical assistance and consultation.

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We extend our thanks to Diane Maijala for her invaluable assistance in the preparation of this bibliography.

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National
Center for

Youth with Disabilities

Welcome to this issue of CYDLINE Reviews, a publication of the National Center for Youth with Disabilities (NCYD). This issue focuses on the development of social skills by youth with chronic illnesses and disabilities. Social skills and interpersonal relationships are essential aspects of our lives and are intertwined with self-esteem, sexuality, educational experiences, vocational training, and recreational activities. All young people, including youth with special health and educational needs, must learn the behavioral and communication skills that are essential for social relationships, and they also must have opportunities to interact with people in their communities, including their peers, teachers, family members, employers, and co-workers. This publication presents an overview of the issues ranging from identifying problems of social isolation and social dysfunction to studies that test a variety of training models and activities that create opportunities for social relationships and community participation.

For those new to these Reviews, this collection of annotated bibliographies is drawn from NCYD's National Resource Library. The National Resource Library is a computerized, comprehensive database containing information about youth with chronic illnesses and disabilities, and it includes up-to-date expertise, programs, and literature of all relevant disciplines. Issues of *CYDLINE* Reviews that may be ordered are:

- ***Transition from Pediatric to Adult Health Care for Youth with Disabilities and Chronic Illnesses***
- ***Adolescents with Chronic Illnesses—Issues for School Personnel***
- ***Promoting Decision-Making Skills by Youth with Disabilities—Health, Education, and Vocational Choices***
- ***An Introduction to Youth with Disabilities (In English or Spanish)***
- ***Substance Use by Youth with Disabilities and Chronic Illnesses***
- ***An Introductory Guide for Youth and Parents (In English or Spanish)***
- ***Issues in Sexuality for Adolescents with Chronic Illnesses and Disabilities***
- ***Vulnerability and Resiliency: Focus on Children, Youth, and Families***
- ***Youth with Disabilities and Chronic Illnesses: International Issues***
- ***Race and Ethnicity: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Recreation and Leisure: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Sports and Athletics: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Issues in Nutrition for Adolescents with Chronic Illnesses and Disabilities***
- ***Developing Social Sills: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Legal Issues for Adolescents with Chronic Illnesses and Disabilities and Their Families***
- ***Self-Esteem: Issues for Adolescents with Chronic Illnesses and Disabilities***

We hope this bibliography will encourage the development of transition services and improve health care and medical services for adolescents with special health care needs.

Nearly 200 journals are regularly reviewed as are relevant books and non-published materials. New entries are added to the library on a regular basis. Topics in the Bibliographic File include chronic illness or disabling conditions; psychosocial issues; social issues; developmental processes; family; sexuality; education; employment and vocational rehabilitation; community and independent living; service approaches; professional issues; and policy, planning, and legal rights issues.

In addition to the Bibliographic File, the National Resource Library also includes a Program File with information about model programs throughout the country; an Educational Materials File with information on resources for professional development and programming usage; and a Technical Assistance File containing names and background information on consultants with expertise valuable to those involved with youth with disabilities.

You may request specialized searches of the NCYD Resource Library on topics of your choice simply by calling an NCYD Information Specialist. The requested information will be sent to you in a format similar to this bibliography. In this way, you can easily receive current information on youth with disabilities which is specific to your particular needs and interests. NCYD has other publications available: ***Connections*** (a newsletter published three times a year); and ***F.Y.I. Bulletin*** (Fact Sheets presenting statistical and demographic data illustrated with tables, charts, and graphs). If you wish to receive a Publications List or would like information about the Resource Library, the National Center for Youth with Disabilities can be reached (toll-free in the United States) at **1-800-333-6293, 612-626-2825,** or **TDD 612-624-3939.**

Thank you for your interest in NCYD. We hope you will take the time to read through this issue of NCYD's *CYDLINE* Reviews and share the contents with others.

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BIBLIOGRAPHIC MATERIALS

Chronic Illness & Disability

AUTHOR Clark HB; Ichinose CK; Meseck-Bushey S; et al.
TITLE **Peer support group for adolescents with chronic illness.**
SOURCE *Children's Health Care* 1992 Fall; 21(4):233-8.

ABSTRACT This article assesses the impact of a peer support group for adolescents with chronic illness, including cancer and other hematological diseases. Social contact was provided through shared activities and experiences of adolescents without chronic illness. Responses to a self-report survey indicated that the peer support group resulted in improved coping skills, increased self-understanding, and an improved quality of life. Participants in the peer support group who did not have a chronic illness reported a positive effect on attitude and intended behavior toward peers with chronic illness.

AUTHOR Clark HB; Striefel S; Bedlington MM; et al.
TITLE **A social skills development model: Coping strategies for children with chronic illness.**
SOURCE *Children's Health Care* 1989 Winter; 18(1):19-29.

ABSTRACT This article focuses on the impact of chronic illness on the development of social interaction, impulse control, and social problem-solving skills. The authors describe a family-centered social skill development model for youth with chronic illness and/or their families. Features of the model include: assessment and monitoring of social skills competence; selection of social skills and goals; and teaching and generalization methods. Examples are provided and lists of commercially available curricula are appended.

AUTHOR McAnarney ER.
TITLE **Social maturation: A challenge for handicapped and chronically ill adolescents.**
SOURCE *Journal of Adolescent Health Care* 1985 Mar; 6(2):90-101.

ABSTRACT The author describes normal psychosocial development for early, middle and late adolescence; briefly relates the prevalence and clinical characteristics of chronic physical disorders; presents models for looking at social maturation and adjustment; and then reviews the literature in the areas of self-esteem, independence, sexuality and social relationships.

AUTHOR Perske R.
TITLE **Circles of friends.**
SOURCE Abingdon Press: Nashville, TN, 1988, 94.

ABSTRACT This collection of "true stories" describes individual experiences of friendship between people with a wide range of disabilities and people without identifiable impairments. Discussions of the importance of such friendships to all concerned and the society at large are included. Sensitivity is employed in avoiding labeling. All ages are represented.

AUTHOR Sabornie EJ; Beard GH.
TITLE **Teaching social skills to students with mild handicaps.**
SOURCE *Teaching Exceptional Children* 1990 Fall; 23(1)35-8.

ABSTRACT An article reviewing the importance of social skills for children and adolescents and the relationship between social skill deficits and disabilities. Instructional interventions and packaged curricula are reviewed including: ACCEPTS Program, ACCESS Program, Think Aloud Program, Skillstreaming Program, and the Asset Program. Suggestions for evaluating programs are given.

AUTHOR Strax TE.
TITLE **Psychologocal issues faced by adolescents and young adults with disabilities.**
SOURCE *Pediatric Annals* 1991 Sep; 20(9):507-11.

ABSTRACT A review of psychosocial and psychosexual development issues of adolescents and young adults with disabilities. Four major developmental goals of adolescence are discussed: personal identity, independence from parents, close relationships outside of family, and vocation. Youth with disabilities often have a more prolonged adolescence than youth who don't have disabilities because they tend to be overprotected, acquire less social and psychological growth from peers, and lack role models.

AUTHOR Wallander JL; Varni JW.
TITLE **Social support and adjustment in chronically ill and handicapped children.**
SOURCE *American Journal of Community Psychology* 1989 Apr; 17(2):185-201.

ABSTRACT The authors investigated the relationship between social support and adjustment of children and adolescents with chronic illnesses and disabilities. Mothers' reports of adjustment, family supports, and peer support suggest that, together, family and peer support serve as a resistance factor for the development of behavioral adjustment problems. Both family and peer support were found to contribute to variation in externalizing behavior problems, while only peer support was found to contribute to variation in internalizing behavior problems. Both types of support were found to be important regardless of gender or age.

Cancer

AUTHOR Christ GH.
TITLE **Social consequences of the cancer experience.**
SOURCE *American Journal of Pediatric Hematology/Oncology* 1987 Spring; 9(1):84-8.

ABSTRACT A discussion of the issues arising from increasing survivorship from childhood cancer. Adolescence is focused upon as a transition period. The perspectives of the patient, parents, health professionals, and the public are explored. Variance in perspectives and the interaction between them form the framework for analysis.

AUTHOR Heiney SP; Wells LM; Swygert E; et al.
TITLE **Psychosocial support program for adolescents with cancer and their parents.**
SOURCE *Journal of Pediatric Oncology Nursing* 1990 Apr; 7(2):75-6.

ABSTRACT This article describes an ongoing support program for adolescents with cancer. The purpose of the program is to provide support, promote mastery of adolescent developmental tasks, and enhance community re-entry. Monthly sessions and retreats helped these adolescents build a social network of peer support, improve coping ability, increase self-esteem, and reduce long-term psychosocial problems. Activities included a video, a scrapbook and newsletter, peer visitation, and a speaker's bureau for professionals.

AUTHOR Lansky SB; List MA; Ritter-Sterr C.
TITLE **Psychosocial consequences of cure.**
SOURCE *Cancer* 1986 Jul 15; 58(2 suppl):529-33.

ABSTRACT The authors review existing research on long-term survivors (LTS) of childhood cancer. Continuing stressors, long-term adaptation, medical late effects, and psychosocial late effects are discussed. Preliminary findings of a pilot study of adolescent LTS are presented, and psychosocial consequences of developmental disruptions are discussed.

AUTHOR Mulhern RK; Wasserman AL; Friedman AG; et al.
TITLE **Social competence and behavioral adjustment of children who are long-term survivors of cancer.**
SOURCE *Pediatrics* 1989 Jan; 83(1):18-25.

ABSTRACT This study surveyed healthy children two or more years after successful treatment for cancer using parental responses to the Child Behavior Checklist. Compared to general population peers, cancer survivors were four times more likely to have school-related problems and somatic complaints of undetermined origin. Functional impairments increased the likelihood of academic and adjustment problems, but cosmetic impairments did not. Older age at evaluation, cranial irradiation treatment, and residence with a single parent also increased risk of psychological problems.

AUTHOR Noll RB; LeRoy S; Bukowski WM; et al.
TITLE **Peer relationships and adjustment in children with cancer.**
SOURCE *Journal of Pediatric Psychology* 1991 Jun; 16(3):307-26.

ABSTRACT This study examined the social adjustment of children with cancer (ages 8-18) from their own and their peers' perspectives. Children with cancer did not differ from matched comparison children in popularity, number of friendships, loneliness, or self-concept. Children with cancer had more withdrawn social reputations but were socially accepted and did not evidence problems with peer relationships.

AUTHOR Tebbi CK; Stern M; Boyle M; et al.
TITLE **The role of social support systems in adolescent cancer amputees.**
SOURCE *Cancer* 1985 Aug; 56(4):965-71.

ABSTRACT A study of adolescents' adaptations to the loss of a limb due to cancer. Parents, especially mothers, were viewed by the patients as realistic and most helpful at the time of surgery. Professional hospital staff and siblings were also perceived as good sources of support. Patients said their friends felt sorry for them, drifted away or avoided them. Researchers suggest a multi-dimensional approach to care.

Cerebral Palsy/Spina Bifida

AUTHOR Center Y; Ward J.
TITLE **Integration of mildly handicapped cerebral palsied children into regular schools.**
SOURCE *Exceptional Children* 1984 Jul; 31(2):104-13.

ABSTRACT This study assessed the academic status and social acceptance of 85 students in Australia with cerebral palsy to determine characteristics that are associated with successful integration into regular schools. Findings indicate that academic achievement was positively associated with cognitive ability, and social acceptance was positively associated with self-esteem. Also, academic success was not significantly associated with degree of disability or educational placement.

AUTHOR Hirst M.
TITLE **Patterns of impairment and disability related to social handicap in young people with cerebral palsy and spina bifida**
SOURCE *Journal of Biosocial Science* 1989 Jan; 21(1):1-12.

ABSTRACT The effect of functional limitations upon psychological adjustment and quality of social life of adolescents with cerebral palsy and spina bifida were examined. Poor psychological adjustment and social isolation were found to be characterized by combinations of functional impairments and disabilities rather than specific functional limitations. Difficulties arose from severe functional loss impacted by dependency, restricted choices, physical barriers, and others' negative reactions. Implications of these findings are discussed.

AUTHOR Kokkonen J; Saukkonen AL; Timonen E; et al.
TITLE **Social outcome of handicapped children as adults.**
SOURCE *Developmental Medicine and Child Neurology* 1991 Dec;33(12):1095-1100.

ABSTRACT A study of the social outcome at young adulthood of 52 youths with either cerebral palsy or spina bifida compared to 209 randomly selected controls. Education, employment, and level of independent lifestyle were measured. Results indicate many more developmental delays in the group of young adults with cerebral palsy or spina bifida than in the control group.

AUTHOR Resnick MD.
TITLE **The teenager with cerebral palsy.**
BOOK ***Chronic illness and disabilities in childhood and adolescence.***
EDITOR Blum RW.
SOURCE Grune and Stratton: Orlando, FL, 1984:299-326.

ABSTRACT This chapter discusses the sociological and psychological issues of adolescents with cerebral palsy. Topics include: the influence of disability on development; use of leisure time; peer group relationships; family relationships; parental relationships; sports, exercise and physical activity; and chores and household responsibilities. (This book is out of print but can be found in libraries.)

AUTHOR Sherman RG; Berling BS; Oppenheimer S.
TITLE **Increasing community independence for adolescents with spina bifida.**
SOURCE *Adolescence* 1985 Spring; XX(77):1-13.

ABSTRACT A report of the experiences of 14 teenagers who participated in a summer program designed to promote social development and to improve habilitation and the use of support systems.

Cystic Fibrosis

AUTHOR Bywater EM.
TITLE **Adolescents with cystic fibrosis: Psychosocial adjustment.**
SOURCE *Archives of Disease in Childhood* 1981 Jul; 56(7):538-43.

ABSTRACT Adolescents with cystic fibrosis and their parents participated in this study of psychosocial adjustment. Most adolescents were coping well with the illness, but a tendency toward depression was found. Adolescents were not socially isolated and did not display difficulties with school or with family relationships. Mothers of adolescents with cystic fibrosis experienced higher levels of depression. The author discusses implications of these findings in terms of support.

AUTHOR McCracken MJ.
TITLE **Cystic fibrosis in adolescence.**
BOOK ***Chronic illness and disabilities in childhood and adolescence.***
EDITOR Blum RW.
SOURCE Grune and Stratton: Orlando, FL, 1984:397-411.

ABSTRACT An overview of cystic fibrosis, including its pathophysiology, common complications, and the psychosocial issues with which it is associated. Implications for the adolescent are discussed within a developmental framework focusing on cognitive changes, identity formation, interpersonal relationships, physical maturation, autonomy versus dependency, and preparation for self-sufficiency. (This book is out of print but can be found in libraries.)

AUTHOR Sinnema G; Bonarius HC; VanderLaag H; et al.
TITLE **The development of independence in adolescents with cystic fibrosis.**
SOURCE *Journal of Adolescent Health Care* 1988 Jan; 9(1):61-6.

ABSTRACT Compared to adolescents who had asthma, short stature, or controls without illness, adolescents with cystic fibrosis were found to show less responsibility for their own body hygiene, to have a delay in intimacy and sexuality, and to take less part in social activities outside the home.

Diabetes

AUTHOR Hanson CL; Henggeler SW; Burghen GA.
TITLE **Social competence and parental support as mediators of the link between stress and metabolic control in adolescents with insulin-dependent diabetes mellitus.**
SOURCE *Journal of Consulting and Clinical Psychology* 1987 Aug; 55(4):529-33.

ABSTRACT This study used multiple measures to assess patient adherence, life stress, social competence, parental support, and metabolic control. Multiple regression analysis revealed stress as being directly associated with metabolic control, irrespective of adherence; however, social competence appeared to mitigate this association. Parental support was found to be directly related to adherence. The authors point out that these findings are consistent with the developmental transitions associated with adolescence.

AUTHOR Kaplan RM; Chadwick MW; Schimmel LE.
TITLE **Social learning intervention to promote metabolic control in Type I diabetes mellitus: Pilot experiment results.**
SOURCE *Diabetes Care* 1985 Mar/Apr; 8(2):152-5.

ABSTRACT Adolescents with IDDM are at increased risk for noncompliance with the diabetes regime because of their inability to resist peer influences. During a three-week summer school program, researchers used social learning theory to teach responses to problem situations. A control group received medical information without the social skills training. The social learning intervention appeared to improve diabetic control, underscoring the importance of the role of behavior in diabetes self-care.

AUTHOR Marrero D; Golden M; Kershnar A; et al.
TITLE **Relation of social support networks to metabolic control in adolescent diabetics.**
SOURCE *Journal of Adolescent Health Care* 1981 Sep; 2(1):81.

ABSTRACT An abstract of a paper presented at the Annual Meeting of the Society for Adolescent Medicine, Oct. 1981, to define the role that social support networks (SSN) play in the ability of adolescents to cope with the stresses of diabetes. Results suggest that (1) strong SSN comprised of non-diabetic peers may support behaviors that are counter-productive to good metabolic control, and (2) the price of good metabolic control may be interference with the adolescent developmental task of separating and loosening parental ties.

Epilepsy

AUTHOR Apter A; Aviv A; Kaminer Y; et al.
TITLE **Behavioral profile and social competence in temporal lobe epilepsy of adolescence.**
SOURCE *Journal of the American Academy of Child and Adolescent Psychiatry* 1991 Nov; 30(6):887-92.

ABSTRACT A comparison study of social and behavioral problems among 26 adolescents with temporal lobe epilepsy (TLE) using a group of adolescents with asthma and a group of adolescents with no chronic illness as controls. Both chronically ill groups were found to have more social and behavioral problems than the controls. Very little difference was reported between adolescents with TLE and those with asthma other than a higher rate of "schizoid" characteristics amongst the group with TLE. This last result may, however, be inconclusive without further studies on adolescents with a generalized form of epilepsy or studies of the social and behavioral health of adults with TLE.

AUTHOR Schneider JW.
TITLE **Disability as a moral experience: Epilepsy and self in routine relationships.**
SOURCE *Social Issues* 1988 Spring; 44(1):63-78.

ABSTRACT This article draws upon interviews with 80 people with some type of epilepsy to examine how chronic illness and disability affect everyday relationships with parents, friends, co-workers, and other close contacts. Particular attention is paid to the role of help in these relationships—whether help is solicited or not, welcome or not, reciprocated or not. Relationships can be strained because people don't know what to do when they see someone having a seizure; doing nothing is uncomfortable. Participants were all diagnosed before or during adolescence.

Renal/Urological Disease

AUTHOR Brennan KK.
TITLE **Psychosocial issues facing the adolescent with urological problems.**
SOURCE *Journal of Urological Nursing* 1991 Jun; 10(2):1162-4.

ABSTRACT A brief review of the psychosocial factors that affect the development of adolescents with chronic illnesses such as urological problems. Social support and self-concept influence adaptation.

AUTHOR Melzer SM; Leadbeater B; Reisman L; et al.
TITLE **Characteristics of social networks in adolescents with end-stage renal disease treated with renal transplantation.**
SOURCE *Journal of Adolescent Health Care* 1989 Jul; 10(4):308-12.

ABSTRACT Adolescents with end-stage renal disease (ESRD) may be particularly susceptible to delayed social development and peer isolation because of the unique physical and psychosocial aspects of their illness. In this study, 16 adolescents with ESRD were compared to 16 adolescents without chronic illness to determine characteristics of their social networks, self-esteem, and body image using the Social Network Youth Questionnaire and the Coopersmith Self-Esteem Scale. Adolescents with ESRD had significantly fewer individuals in their social networks, self-esteem was similar, and body image was slightly lower than adolescents without ESRD.

Sickle Cell Disease

AUTHOR: Conyard S; Krishnamurthy M; Dosik H.
TITLE: **Psychosocial aspects of sickle-cell anemia in adolescents.**
SOURCE: *Health and Social Work* 1980 Feb; 5(1):20-6.

ABSTRACT: The authors examined the psychosocial impact of participation in a task-oriented group for adolescents with sickle-cell anemia. Group discussions focused on medical and social problems. Tasks involved: giving a party; going on outings; participating in regular classes and physical education; beginning hobbies; camping; and finding part-time jobs. Adolescents who participated in discussion but not tasks experienced limited socialization and peer interaction and demonstrated less psychosocial development.

AUTHOR: Vavasseur JW.
TITLE: **Psychosocial aspects of chronic disease: Cultural and ethnic implications.**
SOURCE: *Birth Defects* 1987; 23(6):144-53.

ABSTRACT: The article reviews psychosocial aspects of chronic illness within the family, using sickle cell disease as an example. A section on the concerns of adolescents and young adults discusses self-image, increased awareness of disease, stigma, sexual maturation, independence, relationship to parents, peer relationships, and planning for the future.

Physical Disabilities

AUTHOR: Anderson EM; Clarke L.
BOOK: ***Disability in adolescence.***
SOURCE: Methuen: New York, NY, 1982:380.

ABSTRACT: The authors report a three-year study of adolescents with physical disablities to investigate the nature and extent of psychological and social problems, factors affecting adjustment, and the adequacy of serices available to the students, especially in the transition from school to life afterwards. Recommendaitons emphasize the need for information, employment opportunities, and socialization skills.

AUTHOR: Badame RS.
TITLE: **Social skills: The process of learning to take risks.**
BOOK: ***Sexuality and physical disability: Personal perspectives.***
EDITOR: Bullard DG; Knight SE.
SOURCE: C.V. Mosby Co.: St. Louis, MO, 1981, 243-8.

ABSTRACT: This chapter addresses social skill development as a process which involves facilitation of self-worth rather than social graces. Development of a sense of self-worth requires the opportunity to experience social risk-taking. Various concepts which constitute social skills development are illustrated.

AUTHOR Maddy BJ.
TITLE **Close encounters: Promoting social independence in adolescents with physical disabilities.**
SOURCE *Therapeutic Recreation Journal* 1988; (4th Quarter):49-55.

ABSTRACT Close Encounters is a summer residential program designed to address the needs of adolescents with physical disabilities. Through the use of structural didactic activities, adolescents have the opportunity to develop supportive friendships, improve social skills, increase independence, improve self-understanding and understanding of others, and become aware of community resources.

AUTHOR Thomas AP; Bax MCO; Smyth DP.
TITLE **The social skill difficulties of young adults with physical disabilities.**
SOURCE *Child: Care, Health, and Development* 1988 Jul; 14(4):255-64.

ABSTRACT The authors examined difficulties in social situations experienced by young adults with and without physical disabilities. Self-ratings in the areas of public skills, friendship skills, and conversational skills indicated that a similar proportion of both groups experienced social difficulties. Persons with physical disabilities, however, were more likely to experience severe social difficulties. The authors recommend that social sills training programs be made available for young people with physical disabilities.

Craniofacial or Limb Differences

AUTHOR Eliason MJ.
TITLE **Cleft lip and palate: Developmental effects.**
SOURCE *Journal of Pediatric Nursing* 1991 Spring; 6(2):107-13.

ABSTRACT A review of possible psychosocial problems that might be found in children and adolescents born with cleft lip and palate. Each developmental stage is discussed. Adolescents are a group in need of further study. Appearance, peer relations and social/emotional development are important issues for teens. Nurses can help to identify at-risk teens in need of peer social skills groups or individual counseling.

AUTHOR Kapp-Simon KA; Simon DJ; Kristovich S.

TITLE **Self-perception, social skills, adjustment, and inhibition in young adolescents with craniofacial anomalies.**

SOURCE *The Cleft Palate-Craniofacial Journal* 1992 Jul; 29(4):352-6.

ABSTRACT This study examined the relationships between self-concept, social skills, overall adjustment, and social inhibition in adolescents with craniofacial anomalies (CFA). Results indicated that adolescents with CFA are at risk for psychological adjustment problems but not poor self-concept. Social skills and self-competence in athletics were found to be the best predictors of adjustment. The finding that social adjustment was associated with degree of social inhibition suggests that teaching social skills may improve overall adjustment.

AUTHOR Pertschuk MJ; Whitaker LA.

TITLE **Psychosocial adjustment and craniofacial malformations in childhood.**

SOURCE *Plastic and Reconstructive Surgery* 1985 Feb; 75(2):177-84.

ABSTRACT Craniofacial patients were evaluated prior to surgery in order to establish a baseline level of psychosocial functioning. Findings indicated higher levels of anxiety and introversion and poorer self-concept for these pre- and early adolescent craniofacial patients. Parents also reported more negative social experiences including teasing. This study found limitations rather than deficits in psychosocial functioning. The authors suggest that adolescents and adults may be at greater psychosocial risk.

AUTHOR Varni JW; Rubenfeld LA; Talbot D; et al.

TITLE **Stress, social support, and depressive symptomatology in children with congenital/acquired limb deficiencies.**

SOURCE *Journal of Pediatric Psychology* 1989 Dec; 14(4):515-30.

ABSTRACT This study investigated the effect of social support on depressive symptomatology in children with congenital or acquired limb deficiencies. Despite chronic strain and daily hassels, higher levels of parent, teacher, and classmate social support were associated with lower levels of depressive symptomatology. Social support is suggested to function as either a protective or risk factor. Implications for treatment and further research are discussed.

Emotional Disabilities

AUTHOR Connolly J.
TITLE **Social self-efficacy in adolescence: Relations with self-concept, social adjustment, and mental health.**
SOURCE *Canadian Journal of Behavioural Science* 1989 Jul; 21(3):258-69.

ABSTRACT The author compared the social self-efficacy in adolescents with emotional disturbances to a control group of high school students. A social self-efficacy scale was developed and evaluated to measure expected mastery of problematic interpersonal situations in the following areas: friendship/intimacy; social assertiveness; social groups/parties; public performance; and giving/receiving help. Adolescents with emotional disturbances reported lower self-efficacy. Findings indicate that the construct social self-efficacy contributes to social self-concept and is important to social adjustment and mental health.

AUTHOR Foxx RM; Faw GD; Nisbeth I.
TITLE **Social skills training for inpatient emotionally disturbed children: An analysis of generalization.**
SOURCE *Child and Family Behavior Therapy* 1990; 12(4):11-37.

ABSTRACT The authors examined the efficacy of a social skills training program for six boys with emotional and behavioral disturbances and a contrast group. Social skills were considered to involve either action or reaction in the following areas: compliments, social interaction, politeness, criticism, social confrontation, and questions/answers. Generalization to similar and dissimilar situations was assessed using interviews and simulations. Results suggest increased social skills for these boys.

AUTHOR Plienis AJ; Hansen DJ; Ford F; et al.
TITLE **Behavioral small group training to improve the social skills of emotionally-disordered adolescents.**
SOURCE *Behavior Therapy* 1987 Winter; 18(1):17-32.

ABSTRACT The authors evaluated the effectiveness of behavioral intervention to improve social interaction skills of three adolescents with emotional disorders, including autism and childhood schizophrenia. Small group training focused on improving conversational skills and social problem-solving competence. Findings indicate improved social skills in both domains and generalization to settings outside of training. The authors conclude that social skill interventions can be successful with adolescents with severe emotional disorders.

Sensory Disabilities

AUTHOR Ammerman RT; Van Hasselt VB; Hersen M; et al.
TITLE **Assessment of social skills in visually impaired adolescents and their parents.**
SOURCE *Behavioral Assessment* 1989; 11(3):327-51.

ABSTRACT Social skills and social competence were compared among groups of adolescents (ages 10-17) with visual impairments, spina bifida, or no disability, and their parents. Role-play testing, self-report, and parent-report measures indicate that adolescents with visual impairments and spina bifida exhibit few deficits in social skills but some social difficulties. Parents were not found to display extensive social skill deficits. Implications of these findings are discussed.

AUTHOR Bieber-Schut R.
TITLE **The use of drama to help visually impaired adolescents acquire social skills.**
SOURCE *Journal of Visual Impairment & Blindness* 1991 Oct; 85(8):340-1.

ABSTRACT Twelve adolescents with various visual impairments attended a four-day developmental drama workshop. Acquisition of social skills was evaluated using a pre-test and post-test assessment completed by parents, guardians or teachers. Results showed increased levels of individual concentration, increased interaction within and outside of the group, and higher levels of self-esteem.

AUTHOR Cartledge GV; Paul PV; Jackson D; et al.
TITLE **Teachers' perceptions of the social skills of adolescents with hearing impairment in residential and public school settings.**
SOURCE *Remedial and Special Education* 1991 Mar/Apr; 12(2):34-9, 47.

ABSTRACT This study was designed to test teachers' perceptions of the social-emotional behaviors of students with hearing impairments. The students were in either a residential school or a public school self-contained classroom for students with hearing impairment. Teachers' ratings were not found to significantly differ across educational settings. These findings differed from other studies, a factor that was thought to be due to the fact that the teachers surveyed were all certified to instruct students with hearing impairments.

AUTHOR Farrugia D; Austin GF.

TITLE **A study of social-emotional adjustment patterns of hearing-impaired students in different educational settings.**

SOURCE *American Annals of the Deaf* 1980 Aug; 125(5):535-41.

ABSTRACT

The authors compared the social-emotional adjustment of students of various hearing statuses in different educational settings. Measures of maturity, social adjustment, and emotional adjustment were not found to differ between hearing and hard-of-hearing students attending public schools. Findings indicate that deaf students in residential schools show better adjustment than deaf students in public schools and similar adjustment to hearing students in public schools. Students with hearing impairments in public schools were found to exhibit lower self-esteem. Results are interpreted in terms of social rejection and social isolation, and recommendations for educators are given.

AUTHOR Howze YS.

TITLE **The use of social skills training to improve interview skills of visually impaired young adults: A pilot study.**

SOURCE *Journal of Visual Impairment and Blindness* 1987 Jun; 81(6):251-5.

ABSTRACT

This pilot study examines the effect of social skills training upon verbal job interview behaviors of four young men with visual impairments living in a state residential school. Findings suggest that a social skills training package including instructions, modeling, behavior rehearsal, and praise increased the target behaviors defined as giving job-related information; sharing personal information; and asking questions. Acquired interview skills were transferred to a novel situation. Implications for further research are discussed.

AUTHOR Lytle RR; Feinstein C; Jonas B.

TITLE **Social and emotional adjustment in deaf adolescents after transfer to residential school for the deaf.**

SOURCE *Journal of the American Academy of Child and Adolescent Psychiatry* 1987 Mar; 26(2):237-41.

ABSTRACT

The authors examined the impact of previous school background on the adjustment of adolescents with hearing impairments to their first year at a model residential school. Greater adjustment difficulty was associated with backgrounds in mainstream public schools, particularly oral mainstream, rather than day or residential schools. Difficulty was found with emotional adjustment but not academic achievement or disciplinary suspension. Implications of these findings for educators and mental health professionals are discussed.

AUTHOR Mertens DM.
TITLE **Social experiences of hearing-impaired high school youth.**
SOURCE *American Annals of the Deaf* 1989 Mar; 134(1):15-9.

ABSTRACT This study examined reasons given by students with hearing impairments for positive and negative perceptions of their high school social experiences. Students who had attended residential programs described their experiences more positively than students who had attended mainstream programs with or without supportive services. Reasons given include teachers' ability to sign, ease of socializing with friends, and participation in activities. Other factors that contributed to positive feelings and social development are discussed.

AUTHOR Van Hasselt VB; Hersen M; Kazdin AE.
TITLE **Assessment of social skills in visually-handicapped adolescents.**
SOURCE *Behavior Research and Therapy* 1985; 23(1):53-63

ABSTRACT Results indicate deficits in some verbal components of social skills for visually impaired male adolescents, with the greatest deficits found in adolescents from a residential school as compared to those in public schools.

Learning Disabilities

AUTHOR Carter J; Sugai G.
TITLE **Social skills curriculum analysis.**
SOURCE *Teaching Exceptional Children* 1989 Fall; 22(1):36-9.

ABSTRACT This article provides teachers with guidelines for selecting and analyzing an effective social skills curriculum for students with learning or behavioral difficulties. Various instructional strategies are briefly described along with specific advantages and disadvantages in the Social Skills Curriculum Analysis Checklist. A Decision Grid assists teachers in the selection process. Practical programming considerations are discussed, and a list of some published curricula is included.

AUTHOR Clement-Heist K; Siegel S; Gaylord-Ross R.
TITLE **Simulated and in situ vocational social skills training for youths with learning disabilities.**
SOURCE *Exceptional Children* 1992 Feb; 58(4):336-45.

ABSTRACT A multiple-baseline design was used to investigate four participants' generalization of skills from school to their natural work environment. Twelve measured behaviors (3z behaviors per student) from a simulated social skills curriculum at school led to 8 of 12 behaviors being generalized. Four of six behaviors improved with in situ training conducted at their work sites. On-site training can be considered a useful addition to simulated training.

AUTHOR Fine E.
TITLE **Are we preparing adolescents with learning disabilities to cope with social issues?**
SOURCE *Journal of Learning Disabilities* 1987 Dec; 20(10):633-4.

ABSTRACT The purpose of this study was to determine whether or not adolescents with learning disabilities were being presented with information about social issues in comparison to their non-disabled peers. Social skills deficits, poor thinking skills, and a weak information base are suggested correlates affecting decision-making ability, and lack of these skills predispose these adolescents to social vulnerability. The results indicated that both groups of students were presented with little information about current social issues, but students with learning disabilities received less than students without learning disabilities.

AUTHOR McConaughy SH.
TITLE **Social competence and behavioral problems of learning disabled boys aged 12-16.**
SOURCE *Journal of Learning Disabilities* 1986 Feb; 19(2):101-6.

ABSTRACT Parents of boys (ages 12-16) identified as having a learning disability filled out the broad-based Child Behavior Checklist to measure socialization and behavior problems against a normative sample of boys the same age. The boys with learning disabilities received significantly lower scores than the boys without learning disabilities on all of the social competence scales. Boys with learning disabilities displayed significantly more behavior problems than those without learning disabilities.

AUTHOR Sabornie EJ; Kauffman JM.
TITLE **Social acceptance of learning disabled adolescents.**
SOURCE *Learning Disabilities Quarterly* 1986 Winter; 9(1):55-60.

ABSTRACT This article analyzes the regular classroom sociometric status of high school students with and without learning disabilities. Students with learning disabilities were matched with equal numbers of peers without disabilities from six schools, and the Ohio Social Acceptance Scale (OSAS) was administered. The two groups of students were found not to differ significantly in regular classroom sociometric status, results that are contrary to previous studies.

AUTHOR Schmitt P; Cartledge G; Growick B.
TITLE **Addressing the transition and social skill needs of learning disabled adolescents and adults.**
SOURCE *NARIC Quarterly*; 1988 Spring, 1(1).

ABSTRACT A literature review and annotated bibliography addressing the needs of persons with learning disabilities. Issues include: vocational outcome, social skills, social competence and vocational success, social communication skills, and social skills instruction. Photocopy available from NARIC ($5.00). For information, call 1-800-346-2742.

AUTHOR Vaughn S; McIntosh R.

TITLE **Interpersonal problem solving: A piece of the social competence puzzle for students with learning disabilities.**

SOURCE *Journal of Reading, Writing, and Learning Disabilities International* 1988; 4(4):321-34.

ABSTRACT Elementary and secondary school students with learning disabilities (LD) participated in intervention programs designed to increase their interpersonal problem solving skills (IPS) and thereby their social competence. The "FAST Strategy IPS Intervention" was used with elementary students resulting in increases in peer acceptance and self-perception of social acceptance by female students with LD. Adolescents with LD improved their interpersonal skills through the use of "Teaching, Learning and Caring," a program designed for adolescents with learning disabilities or emotional disturbances.

Developmental Disabilities & Mental Retardation

TITLE **"I'm very lonely living by myself." The need for social and recreational activities for young adults.**

SOURCE *Exceptional Parent* 1983 Dec; 13(6):19-24.

ABSTRACT A first-hand account of a young adult with mental retardation and the difficulties he faces trying to become independent. The story briefly addresses the economics of housing and the lack of opportunities to develop friendships and participate in social activities.

AUTHOR Altman R; Lewis TJ.

TITLE **Social judgments of integrated and segregated students with mental retardation toward their same-age peers.**

SOURCE *Education and Training in Mental Retardation* 1990 Jun;25(2):107-12.

ABSTRACT The authors examined social judgments made by students with mental retardation in segregated and integrated classes toward their peers with and without mental retardation. Findings suggest that integrated elementary, junior high, and high school students held more positive attitudes toward peers, both with and without mental retardation, than did students in segregated classes. Elementary level students expressed the most negative attitudes, and only integrated junior high students preferred peers without mental retardation. Integration and maturation are suggested to foster more positive attitudes.

AUTHOR Chadsey-Rusch J.

TITLE **Social interactions of secondary-aged students with severe handicaps: Implications for facilitating the transition from school to work.**

SOURCE *Journal of the Association for Persons with Severe Handicaps (JASH)* 1990 Summer; 15(2):69-78.

ABSTRACT This investigation found that secondary-aged students with severe disabilities were engaged in more interactions with teachers than peers. Interactions during arrival at school, lunch, and during vocational training were task related rather than non-task related. Based on these interaction patterns, recommendations are made to facilitate the transition from school to work.

AUTHOR Chin-Perez G; Hartman D; Park HS; et al.

TITLE **Maximizing social contact for secondary students with severe handicaps.**

SOURCE *Journal of the Association for Persons with Severe Handicaps (JASH)* 1986 Summer; 11(2):118-24.

ABSTRACT This article describes a secondary school program for students with severe disabilities who were successfully integrated into regular education classes. Emphasis was placed on increasing peer social interaction during less structured situations with peers without disabilities serving as tutors and as research assistants for social skills training. Responses to a survey of participants and professionals indicate progress in social skills, appearance, communication, instructional effectiveness, and behavior. Implications of these findings are discussed.

AUTHOR Cole DA; Meyer LH.

TITLE **Social integration and severe disabilities: A longitudinal analysis of child outcomes.**

SOURCE *Journal of Special Education* 1991 Fall; 25(3):340-51.

ABSTRACT Educational and social outcomes were examined for students with severe or profound mental retardation in integrated or segregated school settings. Both groups spent equal time with special education teachers. Students in segregated settings spent more time with therapists and alone, while students in integrated settings spent more time in community-based instructional programs with teaching assistants and with other students, either with or without disabilities. Equal educational gains were found in both groups, but integrated students' social competence progressed, while the social competence of segregated students did not. Implications of these findings are discussed.

AUTHOR Conlee K.

TITLE **Social events: Setting them up and making them work.**

SOURCE *Exceptional Parent* 1985 Apr; 15(2):10-3.

ABSTRACT This article presents information on how to set up monthly social activities for youth (age 16 and older) with developmental disabilities. Issues described include insurance, staffing, facilities, and finances.

AUTHOR Coyne P.

TITLE **Social skills training: A three-pronged approach for developmentally disabled adolescents and young adults.**

SOURCE University of Oregon Health Sciences Center: Crippled Children's Division, PO Box 574, Portland, OR 97207, 1980, 80.

ABSTRACT A model of social skills training for adolescents and young adults with mental retardation is presented. The approach includes behavior modification, experiential exercises, and instruction with discussion. The focus is on developing social interaction skills, appropriate behaviors and appropriate sexual expression. Specific program strategies, assessment techniques, skills to be taught and training activities are included. (Can be ordered from the publisher or available through EDRS, ED# 222 015. To order, call 1-800-443-3742.)

AUTHOR Foss G; Auty WP; Irvin LK.

TITLE **A comparative evaluation of modeling, problem-solving, and behavior rehearsal for teaching employment-related interpersonal skills to secondary students with mental retardation.**

SOURCE *Education and Training of the Mentally Retarded* 1989 Mar; 24(1):17-27.

ABSTRACT Four curricular formats were evaluated for their effectiveness in training work-related social skills to a sample population of adolescents with mild mental retardation. Results indicated that the problem-solving format was the most effective, although all formats were, to some extent, successful. It was discovered that time spent on instruction was not a determinant factor for success of the format.

AUTHOR Green F; Schleien S.

TITLE **Understanding friendship and recreation: A theoretical sampling.**

SOURCE *Therapeutic Recreation Journal* 1991; 25(4):29-40.

ABSTRACT Eleven persons with mild to moderate retardation were interviewed and observed in social activities to determine the relationship between the development of friendships and participation in recreation activities. Researchers found that persons with retardation did not make friends during recreational activities. They often perceive friendships with professional care givers who were only acting according to their job role. Subjects lacked necessary social skills for interaction in environments where there are others who do not have mental retardation. Social skills training is suggested for recreational settings.

AUTHOR | Haring TG; Breen CG.
TITLE | **A peer-mediated social network intervention to enhance the social integration of persons with moderate and severe disabilities.**
SOURCE | *Journal of Applied Behavior Analysis* 1992 Summer; 25(2):319-33.

ABSTRACT | Peer support networks were established in a school setting for two adolescents with severe and moderate disabilities. The peer networks met regularly to discuss strategies for promoting social interaction, and they also collected data on their interactions with their peers with disabilities. Findings indicate more frequent and appropriate social responses, increased program satisfaction, and development of friendships.

AUTHOR | Hunt P; Alwell M; Goetz L; et al.
TITLE | **Generalized effects of conversation skill training.**
SOURCE | *Journal of the Association for Persons with Severe Handicaps (JASH)* 1990 Winter; 15(4):250-60.

ABSTRACT | This study was designed to teach conversational skills to high school students with severe disabilities. Students without disabilities served as conversational partners. Students were taught initiation of social interaction and reciprocal turn taking. The training also resulted in decreases in inappropriate behaviors.

AUTHOR | Jupp JJ; Looser G.
TITLE | **The effectiveness of the "CATCH" social skills training program with adolescents who are mildly intellectually disabled.**
SOURCE | *Australia and New Zealand Journal of Developmental Disabilities* 1988; 14(2):135-45.

ABSTRACT | Students with mild intellectual disabilities participated in CATCH, a social skills training program that contains sequenced programs designed to train 11 skills: looking (eye contact); appropriate social distance; appropriate listening; appropriate posture; talking in a group; appropriate interruption of a conversation; how to meet people; and how to end a conversation appropriately. Positive changes were demonstrated by both the experimental and control groups. Results were affected by teachers' reinforcement of CATCH social skills and "modeling" to controls by experimental students.

AUTHOR | Luftig RL.
TITLE | **Assessment of the perceived school loneliness and isolation of mentally retarded and nonretarded students.**
SOURCE | *American Journal of Mental Retardation* 1988 Mar; 92(5):472-5.

ABSTRACT | On a scale designed to measure student perceived loneliness and social adequacy, students with retardation reported significantly more loneliness and isolation than did peers without retardation. Findings suggest that mainstreaming by itself does not eliminate loneliness and other adverse effects of social isolation.

AUTHOR Lutfiyya ZM.

TITLE **Personal relationships and social networks: Facilitating the participation of individuals with disabilities in community life.**

SOURCE The Center on Human Policy, Syracuse University, 1991, 99.

ABSTRACT This packet incudes an overview article; three articles which describe the experiences of people with disabilities who have friends without disabilities and are part of a network of people; and an annotated bibliography. Available from: The Center on Human Policy; 200 Huntington Hall; Syracuse University; Syracuse, NY 13244-2340 (315-443-3851). Cost: $4.50.

AUTHOR Malouf DB; MacArthur CA; Radin S.

TITLE **Using interactive videotape-based instruction to teach on-the-job social skills to handicapped adolescents.**

SOURCE *Journal of Computer-Based Instruction* 1986 Autumn;13(4):130-3.

ABSTRACT This study investigated the use of interactive videotape-based instruction in teaching on-the-job social skills. High school students with mild mental retardation or learning disabilities were randomly assigned to videotape social skills instruction, workbook social skills instruction, or no treatment groups. A post-test was administered after two weeks. Students receiving interactive video instruction scored higher than students receiving traditional workbook instruction. Both groups scored higher than the no-treatment control group. Implications for educators and researchers are discussed.

AUTHOR Meyer LH; Cole DA; McQuarter R; et al.

TITLE **Validation of the Assessment of Social Competence (ASC) for children and young adults with developmental disabilities.**

SOURCE *Journal of the Association for Persons with Severe Handicaps (JASH)* 1990 Summer; 15(2):57-68.

ABSTRACT This report describes the development and validation of a measure of social competence (ASC, or Assessment of Social Competence) for use with individuals at all levels of functioning. Reliability and validity studies conducted with young persons with mental retardation and other disabilities showed that the ASC offers a comprehensive and criterion-referenced tool that both descriptive and intervention researchers could find useful.

AUTHOR Mueser KT; Valenti-Hein D; Yarnold PR.

TITLE **Dating-skills groups for the developmentally disabled: Social skills and problem-solving versus relaxation training.**

SOURCE *Behavior Modification* 1987 Apr; 11(2):200-28.

ABSTRACT Adolescents and adults with mental retardation participated in 12 weekly training sessions to improve dating skills. The efficacy of three treatment strategies was examined: traditional problem-solving, flexible problem solving, and relaxation training. All three groups' social skills improved significantly, but the relaxation training group failed to maintain these gains. The traditional problem-solving group showed increased physical attractiveness associated with facial expression. Implications of these findings are discussed.

AUTHOR | National Information Center for Children and Youth with Disabilities (NICHCY).

TITLE | **Social skills.**

SOURCE | *News Digest* 1988; 6:7.

ABSTRACT | Social skill deficiencies often result in unemployment or underemployment for youth with disabilities as they make the transition from school to work. This edition of News Digest offers suggestions for changing inappropriate behaviors and developing more appropriate social skills. Schools play an important role by encouraging social integration between students with and without disabilities and encouraging awareness of life with a disability. To order, call NICHCY, 1-800-999-5599.

AUTHOR | Oswald DP; Ollendick TH.

TITLE | **Role taking and social competence in autism and mental retardation.**

SOURCE | *Journal of Autism and Developmental Disorders* 1989 Mar;19(1):119-27.

ABSTRACT | This study compared measures of role-taking ability and social competence in two groups of adolescent boys with autism and mental retardation. Adolescents with autism were found to demonstrate less social competence and to be deficient in one of three aspects of role taking. Results support the ideas that social cognitive functioning of persons with autism can be assessed and that such variables may aid understanding of specific social interaction difficulties.

AUTHOR | Park HS; Gaylord-Ross R.

TITLE | **A problem-solving approach to social skills training in employment settings with mentally retarded youth.**

SOURCE | *Journal of Applied Behavior Analysis* 1989 Winter; 22(4):373-80.

ABSTRACT | Three adolescents with mental retardation working in non-sheltered employment settings participated in social skills training. A problem-solving training approach was found to be more successful than a role-playing training approach. The efficacy of problem-solving training was demonstrated by generalization and maintenance of social behaviors as measured by on-site conversational probes and co-worker/supervisor questionnaires. Implications of these findings are discussed.

AUTHOR Peck CA; Donaldson J; Pezzali M.

TITLE **Some benefits non-handicapped adolescents perceive for themselves from their social relationships with peers who have severe handicaps.**

SOURCE *Journal of the Association of Persons with Severe Handicaps (JASH)* 1990 Winter; 15(4):241-9.

ABSTRACT This study reports on interviews with 21 high school students without disabilities to determine their perceptions of the benefits and difficulties resulting from their relationships with peers who have severe disabilities. Two specific cases illustrate the benefits and difficulties of the relationships. While students indicated benefits from this experience, some found difficulties, mainly their inability to provide feedback when the peer with a disability displayed inappropriate social behavior.

AUTHOR Roberts C; Pratt C; Leach D.

TITLE **Classroom and playground interaction of students with and without disabilities.**

SOURCE *Exceptional Children* 1991 Dec/Jan; 57(3):212-24.

ABSTRACT This study compared the social behavior patterns of students with and without mild disabilities who attend integrated classes. The groups did not differ in levels of negative, disruptive, or aggressive behavior, amount of peer and adult interaction, or pattern of initiation and response with peers. However, certain types of behavior did differ on the playground and in class. The group with disabilities engaged in more solitary play, interacted more with adults and less with peers, and displayed less on-task behavior in class. The authors state that integration successfully provides opportunity for students with disabilities to interact and be socially accepted.

AUTHOR Sabornie EJ; Kauffman JM.

TITLE **Assigned, received, and reciprocal social status of adolescents with and without mild mental retardation.**

SOURCE *Education and Training in Mental Retardation* 1987 Sep; 22(3):139-49.

ABSTRACT Sociometric ratings given to and received from peers of high school students with educable mental retardation were examined. Findings indicate that adolescents with mental retardation rate their peers more negatively and receive more negative ratings. Interpretations of assigned, received, and reciprocal social status ratings are made. The authors suggest that mainstreaming social skill interventions be bi-directional with a focus on students with disabilities and students without disabilities.

AUTHOR Schumaker JB; Pederson CS; Hazel JS; et al.
TITLE **Social skills curricula for mildly handicapped adolescents: A review.**
SOURCE *Focus on Exceptional Children* 1983 Dec; 16(4):1-16.

ABSTRACT This article reviews social skills curricula for adolescents with mild handicaps; discusses considerations that are important to educators in selecting instructional resources for teaching social skills, and describes three federally funded curriculum development projects.

AUTHOR Siperstein GN; Bak JJ.
TITLE **Social relationships of adolescents with moderate mental retardation.**
SOURCE *Mental Retardation* 1989 Feb; 27(1):5-10.

ABSTRACT This article uses two sociometric tools to measure the social relationships of adolescents with moderate mental retardation. Special day school classes served as the setting. Findings suggest the presence of social structures similar to those in regular classrooms. There was a mutual choice of friendship; students were particular in choosing a friend; and there were popular as well as rejected students. Future research concerns are discussed.

AUTHOR Williams TI.
TITLE **A social skills group for autistic children.**
SOURCE *Journal of Autism and Developmental Disorders* 1989 Mar; 19(1):143-55.

ABSTRACT The author describes a social skills training program for children and adolescents with autism attending a unit to facilitate integration into primary and secondary schools. Over four years of the group's development, students demonstrated improved social skills including: establishing friendships; generalizing social skills; and ability to introduce themselves and begin a conversation. Recommendations for further research are given.

TRAINING & EDUCATION MATERIALS

TITLE	**The ACCESS Program: Adolescent Curriculum for Communication and Effective Social Skills**
SUPPLIER	Pro-Ed
ADDRESS	8700 Shoal Creek Blvd.; Austin, TX 78758-6897
PHONE	512-451-3246
PRODUCER	Walker HM; Todis B; Holmes D; Horton D.
ABSTRACT	ACCESS is a complete curriculum for teaching effective social skills to students with mild disabilities who are at middle and high school levels. The program teaches peer-to-peer skills, skills for relating to adults, and self-management skills. The complete program includes a curriculum manual and student study guide. Purchase: $46 for complete program.

TITLE	**Being with People**
SUPPLIER	James Stanfield Publishing Company
ADDRESS	PO Box 41058; Santa Barbara, CA 93140
PHONE	800-421-6534
PRODUCER	Stanfield J; Downer A.
ABSTRACT	Being with people is an eight-part video series designed to teach social skills to students with special needs. VideoModeling and a "situation comedy" format are used to demonstrate the do's and don'ts of social performance. Topics include relationship with friends, dating, housemates, authority figure, acquaintances, and strangers. Each topic is in two parts: Part A motivates and entertains; Part B analyzes the situation in detail. A Teacher's manual is included. Available in a full eight video tape set or in smaller combinations. Purchase: $599/8 programs; $299/2 programs.

TITLE	**Can Social Skills for Employment be Taught? Using Cognitive-Behavioral Procedures with Adolescents with Mild Disabilities**
SUPPLIER	ERIC/OSEP Special Project
ADDRESS	Council for Exceptional Children, Publications, 1920 Association Drive Reston, VA 22091-1589
PHONE	703-264-9482
PRODUCER	Warger, CL.
ABSTRACT	This publication synthesizes six research studies which examined methods for teaching vocation-oriented social skills to adolescents with mild learning disabilities, behavioral disorders, or mental retardation. Information is provided on each study's subjects, target social skills, intervention procedures, setting, generalization to work setting, and results. Also reported is their relative efficacy in developing and maintaining social skills appropriate for the work setting (#E28). Also available from EDRS (ED #330 139). To order, call 800-443-3742.

TITLE	**Friends: A Manual for Connecting Persons with Disabilities and Community Members**
SUPPLIER	Minnesota Governor's Planning Council on Developmental Disabilities.
ADDRESS	300 Centennial Office Bldg.; 658 Cedar St.; St. Paul, MN 55155
PHONE	612-296-4018
PRODUCER	Amado AN; Conklin F; Wells J.
ABSTRACT	This manual is designed to encourage and facilitate social relationships between persons with and without disabilities. This program explains the methods staff can use to develop a plan for promoting relationships and community participation. Availability (at no cost) is limited to one copy per person or organization.

TITLE	**Learning to Get Along: Social Effectiveness Training for People with Developmental Disabilities**
SUPPLIER	Research Press
ADDRESS	PO Box 9177; 2612 N Mattis Av; Champaign, IL 61826
PHONE	217-352-3273
PRODUCER	Jackson D; Jackson N; Bennett M; Darden B; et al.
ABSTRACT	This program guide and group training manual (available in a two-volume set) offer techniques and strategies for teaching appropriate social behavior to adolescents and adults with mild to moderate developmental disabilities. Specific skills are selected to address the most common behavior problems exhibited by persons with developmental disabilities. Can be used in a variety of settings and enables providers to implement a successful social skills training program. Purchase: $35.95.

TITLE	**Meeting the Challenge. A Social Skills Training Program for Adolescents with Special Needs**
SUPPLIER	Kathy Kapp-Simon; UIC Center for Craniofacial Anomalies
ADDRESS	P.O.Box 6998 (m/c 588); Chicago, IL 60680
PHONE	312-996-7546
PRODUCER	Kapp-Simon K; Simon D.
ABSTRACT	"Meeting the Challenge" consists of a book, student workbook and accompanying videotape which provide theory, training strategies and a curriculum for a small group counseling program. The program fosters the development of interpersonal skills, self-awareness, and coping strategies of adolescents with special medical, emotional or educational needs. The videotape complements the curriculum and consists of a series of vignettes in which adolescents with special needs model the social skills taught. The program can be implemented by psychologists, social workers, nurses, counselors or other professionals with mental health skills. Purchase: $130 for complete program; $25 for textbook; $7 for workbook (if purchased separately).

TITLE	**SSS: Social Skill Strategies**
SUPPLIER	Thinking Publications
ADDRESS	PO Box 163; 424 Galloway Street; Eau Claire, WI 54702-0163
PHONE	800-225-4769
PRODUCER	Gajewski N; Mayo P.
ABSTRACT	SSS: Social Skills Strategies (Book A and Book B), a program designed for students with mild disabilities or learning disabilities, teaches 63 social communication skills through structured activities, focused discussions, visualization tasks, and home assignments. Social communication skills help youth perform better academically and vocationally, and survive socially. Dozens of activities may be duplicated. Exercises are readily adaptable to be oral or written and include cooperative learning principles, role-playing, self-talk, regulated learning, and whole brain ideas. Book A emphasizes introductory skills and general interaction skills. Book B emphasizes management skills, peer interaction skills, and emotional expression skills. Purchase: Book A - $33; Book B - $33.

TITLE	**Social Skills for Daily Living**
SUPPLIER	American Guidance Service
ADDRESS	4201 Woodland Rd; PO Box 99; Circle Pines, MN 55014-1796
PHONE	800-328-2560
PRODUCER	Schumaker JB; Hagel JS; Pederson CS.
ABSTRACT	This program uses comic book space adventures to help students with mild disabilities (ages 12-21) build interpersonal skills. Workbooks and role-play activities help students apply their new skills to real-life situations. Four modules are available: Program Basics (Module 4401); Conversation and Friendship (Module 4402); Skills for Getting Along with Others (Module 4403); and Problem-Solving Skills (Module 4404). Each module includes an Instructor's Manual, workbooks, comic books, practice cards, and Blackline Masters. These programs can also be used by adolescents without disabilities who lack social skills. Purchase: $81-265 per module. Contact supplier for information.

TITLE	**Social Skills in the School and Community**
SUPPLIER	The Council for Exceptional Children
ADDRESS	1920 Association Dr; Reston, VA 22091-1589
PHONE	703-620-3660
PRODUCER	Sargent LR.
ABSTRACT	This 300-page book is divided into primary, intermediate, middle school/junior high, and senior high sections. It contains a social skills assessment checklist and 100 proactive social skills lessons. Also included are reproducible homework forms which support the lessons. The material is field-listed and highly functional for adolescents with mild/moderate levels of disability. Purchase: $15 (CEC members); $18 (non-members).

TITLE	**Why is it Always Me**
SUPPLIER	Learning Disabilities Association of America (LDA)
ADDRESS	4156 Library Rd; Pittsburgh, PA 15234
PHONE	412-341-1515
PRODUCER	Behrmann P.
ABSTRACT	This book, written by a special education teacher who is also the mother of two children with learning disabilities, offers practical tips for teens and young adults with learning disabilities who want to improve their social skills. Purchase: $8 (prepayment required).

*Note: We urge that you contact the supplier for current information, as prices and availability may change.

PROGRAMS

NAME	**Close Encounters Summer Residential Program**
CONTACT	Becky Maddy, Recreation Supervisor
AFFILIATION	Division of Developmental Disabilities
ADDRESS	313 University Hospital School; Iowa City, IA 52242-1011
PHONE	319-356-7915
ABSTRACT	Close Encounters is a coeducational summer program for adolescents with physical disabilities. During each two-week session, 10 young people of similar age come together to share their experiences, dreams, concerns, and ways of coping with problems. The goals of the program are: to encourage both self-understanding and understanding of others, increase independence, foster the discovery and use of community resources, improve social skills, develop satisfying friendships. A variety of approaches are used to meet these goals and to help participants be as independent as possible in self-care, decision-making, interaction with others, attendance at planned activities and awareness of options for their transition into adulthood.

NAME	**Project Interdependence**
CONTACT	William Bronston, MD
AFFILIATION	World Interdependence Fund
ADDRESS	925 University Ave; Sacramento, CA 95825
PHONE	916-922-0100
ABSTRACT	Project Interdependence is a state-of-the-art youth leadership development system change strategy designed to promote full integration and inclusion among teenage youth with and without disabilities. The World Interdependence Fund provides technical assistance and consultation, program design and modeling, and a range of in-depth training programs for community advocates and change agents, human service and education professionals, school and community youth program personnel. The program's goals include youth empowerment, community development, policy change, creative media, career exploration and social justice.

NAME	**S.P.A.R.X. (Shepherd's Program About Real Experiences)**
CONTACT	Judy Askins
AFFILIATION	Shepherd Spinal Center
ADDRESS	2020 Peachtree Road Northwest: Atlanta, GA 30309
PHONE	404-352-2020; 404-350-7788 (Direct Line)
ABSTRACT	SPARX is a day habilitation program for children and adolescents with spina bifida. Emphasis is on psychosocial aspects of disability, therapeutic recreation, and health care management. Youth are grouped according to age and mental ability. Participants work on problem-solving skills, learning responsibility for their own self-care, developing appropriate social skills and planning for and implementing leisure activities. Teen volunteers are used for peer supporters and as role models in teen programs.

NAME	**Teen Group**
CONTACT	Priscilla Atwood, Eileen Hodges
AFFILIATION	H. Lee Moffitt Cancer Center
ADDRESS	PO Box 280179; Tampa, FL 33682-0719
PHONE	813-979-3031 or 813-979-3030
ABSTRACT	The Teen Group at H. Lee Moffitt Cancer Center is designed to help teens who have life-threatening diseases to continue normal peer interactions which are so important for a teenager. Dealing with disruption of normal friendships and shattering of most dreams is hard to deal with alone. Sharing these emotions with other patients who truly understand is what helps many of those teens keep going. The Teen Group is structured around once-a-month recreational activities outside the hospital. These recreational activities build relationships that might never happen in a hospital setting.

NAME	**Teenage People First** **Friends and Connections Program**
CONTACT	Nancy Baesman
AFFILIATION	Association for Community Living of Arapahoe, Inc.
ADDRESS	2275 E. Arapahoe Rd, Ste 228; Littleton, CO 80122
PHONE	303-794-9228
ABSTRACT	The Association for Community Living of Arapahoe provides advocacy to children and adolescents with developmental disabilities and their families. The Association started the first Teenage People First Group in the state of Colorado which enables teenagers with developmental disabilities to discuss issues in a social context. ACL/Araphahoe also has a Friends and Connections program which finds friends in the community and in schools for youth with developmental disabilities.

NAME	**Transition Through the Arts**
CONTACT	Eileen Cuskaden
AFFILIATION	Very Special Arts
ADDRESS	Education Office; The John F. Kennedy Center for the Performing Arts; Washington, DC 20566
PHONE	202-628-2800; 202-737-0645 (TDD); 202-737-0725 (Fax)
ABSTRACT	Transition Through the Arts is a program model developed by Very Special Arts which uses the arts to teach social skills, self-esteem skills, and personal employability skills to youth with disabilities. The model contains four components: a curriculum that uses the arts to teach social skills related to employability, a community resource team, an apprenticeship component, and a culminating activity. A publication entitled "The Arts Work: Employment Training Through the Arts" is available for $16.

NAME	**Leadership for Empowerment**
CONTACT	Kathy Truax
AFFILIATION	Ridgedale YMCA
ADDRESS	12301 Ridgedale Dr.; Minnetonka, MN 55305
PHONE	612-544-7708

ABSTRACT

Leadership for Empowerment (LEP) pairs middle school student peers with and without disabilities together to establish relationships. Once relationships are made, peer groups begin venturing into the community where service is a common theme. The model suggests partnership between a school-based or after-school program and an outside agency.

National Center for Youth with Disabilities/ Society for Adolescent Medicine

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